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ABSTRACT

Designed to help state and local education administration personnel who are responsible for estabishing workshops or inservice training programs on vocational education of handicapped students, this guide contains materials on coordination of the steps necessary for organizing an inservice meeting. (It accompanies the handbook, which is available as CE 026 776.) Chapter 1 relates to the planning of the inservice meeting. Guidelines on such as whom to invite, where to hold the meeting, and evaluation of the meeting are discussed. The remaining chapters provide specific ideas for presenting the materials contained in the handbook. Chapters 2-10 follow the order in which materials are discussed in the handbook: (1) working with others, (2) emotional impairments of learning, (3) learning disabilities, (4) mental retardation, (5) visual impairments, (6) hearing impairments, (7) physical impairments, (8) vocational assessment, and (9) models of service delivery. Each chapter gives suggested activities and suggestions for time scheduling and lists resources. (YLB)

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PUZZLED ABOUT EDUCATING SPECIAL NEEDS STUDENTS?

User's Guide for the Handbook on

Modifying Vocational Curricula for Handicapped Students

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CHAPTER ONE

GENERAL CONSIDERATIONS IN PLANNING AN INSERVICE MEETING

PURPOSE

This guide has been developed to assist State and local administration personnel who are responsible for establishing workshops or inservice training programs on vocational education of handicapped students. The materials contained in the guide will enable an individual to coordinate the various steps necessary for organizing an inservice meeting.

FORMAT

Chapter One of the User's Guide relates to the planning of the inservice meeting. Such information as who to invite, where to hold the meeting, and evaluation of the meeting are discussed. The remaining chapters provide specific ideas for presenting the materials which are contained in the handbook.

Chapters two through ten of the User's Guide follow the order in which materials are discussed in the handbook. An individual will therefore be able to obtain ideas on how to organize an inservice program, for example, on the learning disabled student or on informal and formal assessment. The time needed to complete the suggested activities has been estimated. This will help a workshop organizer judge what exercises may be appropriate for the length of time allocated for the meeting.

ASSUMPTIONS

In writing this guide, the authors have made some assumptions about the reader's situation. Before planning an inservice, parameters must be established for some issues. These issues are mentioned briefly here. The references list at the end of the chapter will guide interested readers to further resources on these topics.

A basic starting point for planning an inservice program is that of securing administrative support and, preferably, involvement. "The superintendent must demonstrate active participation and genuine concern and commitment to the strategy..." (Hamilton, 1977, p. 12). Given such support, goals for the inservice effort must be determined. The inservice must further the organization's efforts or ability to work toward its goals, and it must have administrative support to be effective.

Another assumption of this manual is that an assessment of the organization's needs has been completed. Further, it is supposed that such assessment has shown that one or more inservice programs will meet the identified needs on the topic of modifying vocational curricula for handicapped students.

Further, the authors assume that the user will have investigated the parameters of the proposed inservice effort. Finances often determine the number of people to be trained, the length of the training, its location and format, and the possibility of obtaining films or speakers.

Another issue which may affect selection of the inservice audience is one of incentives for participation. Financial incentives are not always possible, but credit within the system toward further State certification, or from a university, has often been used to encourage participation. In general, optimal participation along with valued rewards provides a positive environment for the training.

Selection of the type of participants to be included should be completed before the detailed inservice schedule is prepared. The particular individuals need not be named, but the planner should know whether vocational teachers, special educators, aides, counselors, general education personnel, administrators, or a combination will be invited. This selection will depend on the organization's goals and needs, as well as on the time and financial constraints indicated.

Mechanics

A well-conducted and smoothly run training session contributes to the effectiveness and success of the training. Careful attention to

details in preparing for the session will insure a smooth delivery. The following outline presents considerations and details which are important in planning an inservice training session.

When

Since there are numerous details that must be taken care of, adequate time must be allowed for planning. Four to six weeks is suggested as the minimum time needed for preparation.

To choose a suitable date, the trainer needs to:

- Select a few alternate dates.
- Learn which of the dates are best for a majority of participants. (It is seldom possible to find one date that is convenient for every person who wishes to attend.) It is advisable to discuss tentative dates with administrators. This helps promote a better relationship and cooperation.
- Learn if rooms are available at the chosen time.

Where

The first consideration is to locate a convenient meeting place that is easy to reach. The participant's decision to attend may be based on the convenience of getting to and from the training site. The trainer must be sure that the site is accessible to handicapped speakers or participants.

In scheduling a meeting room, specific arrangements need to be made:

- An appropriate size
- Correct number of tables and chairs
- Suitability of room for audio-visual presentation (Do windows have adequate shades or covering to darken the room?)
- Arrangement of the tables and/or chairs (classroom, conference, theater or hollow square style). The conference or hollow square style is most desirable and most conducive to discussions.

- Arrangements for small group activities if needed
- A lectern or podium
- Pitchers of ice water and glasses on the tables

Other Considerations are Listed Below

- A well lit room that is adequately heated and ventilated is important. Acoustics should also be checked.
- Check for ample parking and adequate restrooms.
- Find out if special keys will be needed for evening sessions.
- Reasonable eating accomodations should be available.
- If the training sessions are to be held out of town it will be necessary to work with a hotel to schedule adequate meeting rooms and a sufficient number of sleeping rooms, both single and double occupancy. Also be sure that there is adequate food service available. Special room rates are often available.

Invitation

Contact the participants early enough. Be aware that participants may need to adhere to certain time requirements for release from their normal work schedule.

The invitation should include:

- goals and description of training session
- place (complete address including city and state)
- time (beginning and ending times)
- date(s)
- name of group presenting the training session (including address and phone)
- request for a "will or will not attend" response. Include a deadline date for this response.
- additional information such as "Bring the following materials..." or "Please specify any special accomodations you may need".

Keep careful count of all who are attending. Follow up when necessary.

Additional Information

- Provide name tags for everyone at the training session.
- Refreshments, particularly coffee and tea, are appreciated by the participants and contribute to a successful training session.
- It is advisable to schedule breaks after 1 1/2 to 2 hours of training. Participants appreciate the availability of refreshments during breaks.

Following the above suggestions will not guarantee that you will conduct a successful conference, but will increase your confidence and peace of mind.

The following list, taken from Bakeman (1972), will help minimize problems and eliminate potential frustration and embarrassment:

- spare lamps for all projectors
- extra lenses (or zoom lenses) if you'll be using different size rooms
- lens cleaning tissue
- masking tape (at least one inch wide)
- AC extension cord with at least two connections (you might need more)
- adapter plug for grounded AC plugs
- film and tape take-up reels
- slides already in trays and checked to make sure they are in properly
- any cords needed to connect equipment
- enough copies of handout materials for everyone in the class

Preparing the Agenda

To increase the effectiveness of the workshop, it is useful to survey the participants regarding their needs and areas of expertise. Such a pre-working survey aids in planning activities to meet the specific needs of participants. An example of a survey is seen in Figure One.

Once survey information has been gathered, an agenda can be prepared. Consideration should be given both to meeting the organization's needs and allowing for the individual differences among participants. Careful planning can make it possible to accomodate the varied levels of experience and the varied areas of interest among persons attending the workshop. In some instances it may be useful to group participants for peer teaching activities. For example, a special education and a vocational education teacher who are both interested in helping learning disabled students succeed in vocational education programs, may wish to work together to plan modifications.

In preparing an agenda, it is useful to plan for specific units of time. The suggested activities found in Part Two of this guide give estimates of the time needed to conduct them. It is also important to select those audio-visual materials and equipment which will best meet the stated needs of participants. Be sure to schedule, well in advance, items such as film, video tapes, projectors, screens, televisions, blackboard and chalk. Before the training session begins be sure that all handouts, worksheets, paper and pencils plus other materials that will be used during the sessions are on hand.

A sample agenda for a three-day workshop is shown in Figure Two.

EVALUATION

The purpose of evaluation is to provide information upon which future plans can be based. Different kinds of evaluation should be performed by the various parties involved in the inservice effort. The trainer, the participants and the organization's administration will each have a different view point from which to evaluate the inservice program.

The trainer or workshop leader may wish to use the chart shown in Figure Three to assess his or her effectiveness after each session. Participants should be asked to provide feedback on the effectiveness and appropriateness of the workshop. Its format, length, materials, organization and delivery should be considered. A sample evaluation form is shown in Figure Four.

In addition to evaluating the workshop itself, assessment of the long-term effects of the inservice program may be desirable. The organization's administration may want to determine whether participant's attitudes or behaviors were affected by the workshop. A follow-up survey or a comparison of behaviors before and after the workshop could be developed. Any such evaluation should be based on the goals and needs of the organization, and should be considered while planning the inservice program.

SUMMARY

Comprehensive approaches to the development and implementation of inservice training programs, whether at the district or state levels, require planning. While specific planning formats will vary according to the needs and scope of the effort required, the following factors described in the regulations which implement P.L. 94-142 are essential:

1. A description of the processed used to determine the inservice training needs of personnel
2. Identification of skill areas in which training is needed
3. Specification of the groups requiring training (trade and industry teachers, guidance counselors, department heads, etc.)
4. Description of the content and nature of training for each skill area identified in number two
5. Description of the scope of training (statewide, regional, local) and the source of trainers (university, state and local education agency personnel, others)
6. Determination of functioning sources, and the time frame for providing training
7. Specification of procedures for effective evaluation of the extent to which program objectives are met

Although it is usually impossible to apply an existing inservice training approach without modification to meet local needs and conditions, review of those judged to be effective could be beneficial. Durham and Kennedy (1979) describe twenty-eight inservice programs and name persons to contact for more information.

Figure One

PRE-WORKSHOP SURVEY

Professional Development Course on

Working with Retarded Persons and Students Who Are Poor Readers

Name_____

Job Position_____

Please review the following topic areas. Then indicate the degree of your interest (5 = very interested; 1 = little or no interest) for each topic by circling the appropriate number.

1. Awareness of Needs, Characteristics, and Capabilities (5 4 3 2 1)
2. Evaluation: Strategy, Techniques, Utilization (5 4 3 2 1)
3. Adaptation of Classroom Management Procedures (5 4 3 2 1)
4. Modifying Curricula Appropriately (5 4 3 2 1)
5. Specialized Teaching Techniques (5 4 3 2 1)
6. Contingency Management (5 4 3 2 1)
7. Job Placement Strategies (5 4 3 2 1)
8. Role of Other Agencies in Serving People with Handicaps (5 4 3 2 1)

A. What specific objectives do you wish to achieve in this course?

B. What are some of the problems which you are currently having in teaching the physically, visually, hearing, EMR, or learning disabled students?

C. Do you have handicapped students in your classes at present?
Yes_____ No_____ If yes, what are the handicaps?

D. Have you had handicapped students in your class previously?
Yes_____ No_____ If yes, what were the handicaps?

E. What formal training and/or work experience have you had with handicapped students?

F. Please list the resource persons whom you feel would contribute to the success of the class.

Figure Two

Three-Day Inservice

Wisconsin Vocational Studies Center - University of Wisconsin-Madison
Professional Development Course on
Program Modification and Prescriptive Teaching for Handicapped Students

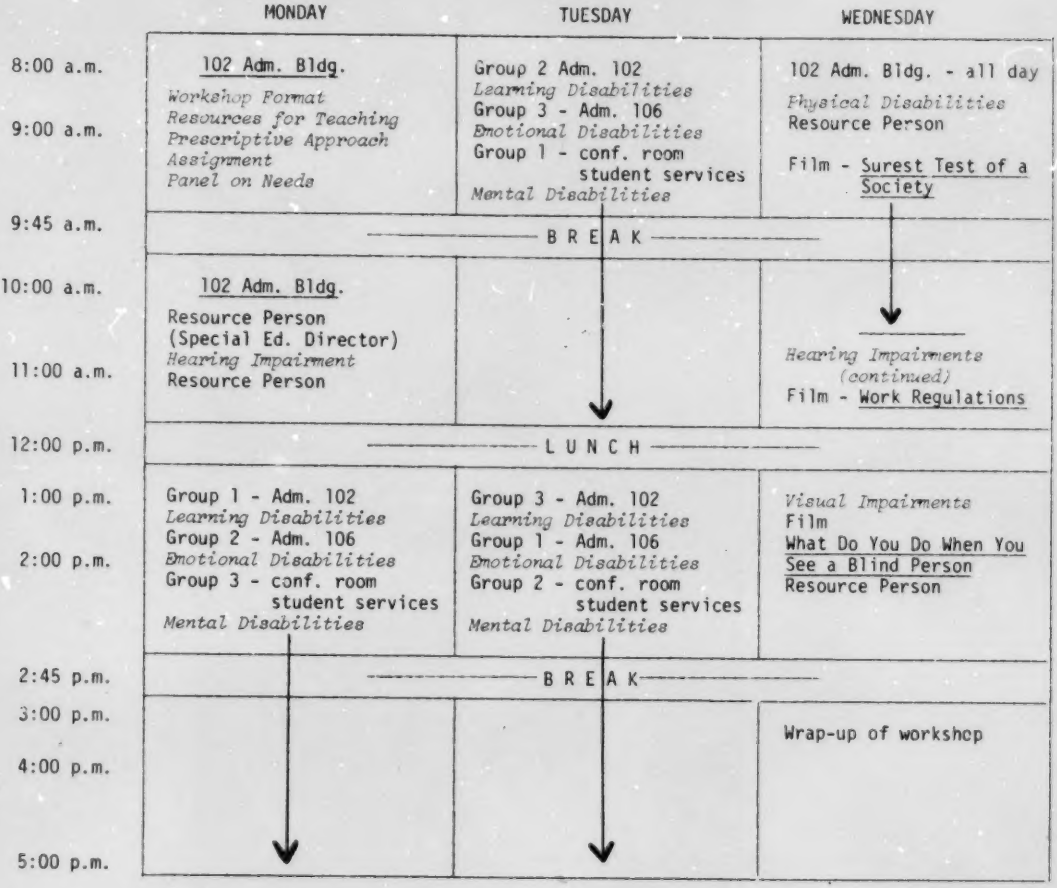


Figure Three

CHECKLIST FOR DAILY SELF-EVALUATION

___ Did my trainees ask questions?

___ Did I draw on the trainees' experiences to explain points?

___ Did I draw on my own experiences to explain points?

___ Did the trainees approach me at break time and lunch?

___ Did the trainees discuss class material during breaks?

___ Was I prepared to teach instead of lecture?

___ Did my presentation fit the time schedule?

___ Did I give enough time to the areas I am less familiar with?

___ Did I reflect questions back to the group?

___ Did I call on the trainees by name?

___ Did I follow up on non-verbal feedback?

___ Did I recognize the points the trainees had difficulty with?

___ Did I repeat and rephrase those points?

___ Did I get personally involved with the content and allow the trainees to disagree with me rather than with the theories?

___ Did I deviate unnecessarily from the teaching outline?

___ Did the discussions go where I wanted them to go, or did we get off the topic?

___ Did I use good teaching techniques--write large enough on the chalkboard, step aside so all could see, etc.

___ Did I use the audiovisual equipment properly?

___ Did I set limits on private conversations, reading during discussions and other non-participatory behavior?

___ Did I admit lack of knowledge and turn to the class for help?

From: A Blueprint for Trainers. Multi Resource Centers, Inc., 1900 Chicago Ave., Minneapolis, Minnesota 55404

Figure Four

EVALUATION

Please evaluate the following content areas of the professional development course on Emotional Problem Learners and Coping with Stress conducted at the Milwaukee Area Technical College from September 10 to November 26, 1979.

1. Number of class sessions (12) and length of class sessions (2 hours):

2. Areas covered:

3. Class presentation:

4. Resource persons:

5. Handouts:

6. Assignments (the journal, and the paper):

A. What parts of the course were most useful to you?

B. Which parts of the course should be altered?

C. Are there additional content areas which should be added to the course?

D. What administrative policies should be added, dropped, or altered to assist emotional problem learners and help both staff and students cope more effectively with stress?

E. Other comments?

References

Bakeman, M. A blueprint for trainers. Minneapolis: Minneapolis Rehabilitation Center Inc., 1972.

Durham, D.J., and Kennedy, V.E. Vocational education for handicapped individuals in California. Los Angeles: California Regional Resource Center, 1979.

Hamilton, David L. Professional inservice improvement guide. Madison: Wisconsin Department of Public Instruction, 1977.

Resources

Skrtic, T.M., Knowlton, H.E., and Clark, F.L. Action versus reation: A curriculum development approach to inservice education. Focus on Exceptional Children, 1979, 11 (1), pp. 1-16.

Ward, Ted, and Levine, Joseph. Yours for a better workshop. East Lansing: Michigan State University, Regional Instructional Materials Center for Handicapped Children and Youth, n.d.

CHAPTER TWO

INSERVICE TRAINING ON WORKING WITH OTHERS

GOALS OF INSERVICE TRAINING

The intent of Chapter Two, "Working with Otners", is to assist administrators and other school personnel to begin thinking about potential resources available to them when working with handicapped students. The following are some suggested inservice goals which may be useful when planning particular sessions:

1. Participants will become more sensitive to the need for good communication skills when establishing cooperative relationships.
2. Participants will become more aware of the importance of working together when educating handicapped students.
3. Participants will become more aware of resource persons and their role within the school.
4. Participants will become more aware of community resources.
5. Participants will have a clearer understanding of how to work with resource persons and when it is appropriate to do so.

SUGGESTED ACTIVITIES

Building Communication Skills and the Need for Working Together

Activities designed to assist participants in developing an awareness of good communication skills and the need for working together should focus on having participants work on a task or exercise together. The only successful means of accomplishing the exercise is through group cooperation. The following exercises are suggested for use during this segment of an inservice program:

1. Role playing: Two participants (or more if needed) are handed a card stating what role they will play and the situation which must be resolved. It is

hoped that participants will play a role which is not their usual function. This will help facilitate an understanding of someone else's role or how it feels to be a special education teacher, etc. Other examples could involve a meeting between a special education teacher and a vocational teacher discussing the possibility of a handicapped student entering his or her class. Or have a group try to decide what programs should be cut due to a reduction in the budget.

2. Small Group Problem Solving: A group of participants would be handed a sheet describing a school problem. If possible, have participants with different school responsibilities meet together. The situation could involve a student, another teacher, etc. The group would then be asked to provide some solutions to the situation given. The small groups would then meet back as a total group to share their ideas.

Building Cooperative Relationships Among School Personnel

Activities for resource development should focus on helping the participants become more aware of resources available to them in the school and how cooperative relationships could be developed.

1. Resource speakers from school staff: Individuals from the school staff could talk about their role and discuss ways in which they could cooperate with other personnel in the school.
2. Tours: As part of the inservice program, participants could take tours of other areas in the school to become more familiar, for example, with a resource room or a special education class.
3. Brainstorming Exercises: The group leader could ask participants the various ways already available to them or could be developed to establish cooperative arrangements, for example, IEP meeting or staff meetings.

Resource Development of Community Members or Organizations

Activities developed in this area would center on building participant awareness of individuals in the community, for example, employers, vocational rehabilitation counselors, parents, and the role each could play in working with handicapped students.

The following activiites are suggested for building this awareness:

1. Resource Speakers: Individuals from the community could discuss information about their agency, services provided, or ways they could assist school personnel.
2. Tours: The inservice participants could tour various agencies or businesses to better understand the resources available in the community.

INSERVICE SCHEDULING

It is helpful when planning an inservice to obtain some idea of the length of time various exercises or activities should run. The first part of this section will give suggestions for 60-90 minutes of activities. The second part will list several ideas taken from the handbook with suggested times by each activity. These suggested topics could be built into any inservice depending on the length of time allocated.

Figure Five

One Hour - One and Half Hour Inservice

Activity	Time
- Communication Skill Building Exercise	10-20 minutes
- Participant Feedback Concerning Exercise	5
- Resource Speaker	20-40
- Large Group Brainstorming on How to Use Resource	15-20
- Wrap-up	5-10
	60-90 minutes

Note: Breaks should be built into agenda where necessary.

Figure Six

Topic Ideas

Activity	Time
- Evaluating the Classroom (Classroom Management Models, etc., pp. 8-12)	60-70 minutes
- Inservice training on the IEP establishing cooperation in the meeting (pp. 21-25)	60-240 minutes
- Vocational Rehabilitation or CETA programs (pp. 26-29)	60-120 minutes
- Working with Employers (pp. 29-33)	60-240 minutes

SUMMARY

The essence of working together is based on good communication skills and a willingness to cooperate. If participants are made aware of the benefits of establishing such relationships, it is possible to develop the needed cooperation when working with handicapped adults. Parts of the chapter,"Working with Others",could be incorporated in other inservices on disability areas. The scope of the chapter is very broad, allowing for ideas to be used in a number of different inservice areas.

Resources

Clark, Donald, ed. Making mainstreaming work: A handbook for vocational administrators. College of Education, Texas A & M University, College Station, Texas, 1979.

This handbook contains some very useful inservice ideas and information on building cooperative relationships among school personnel.

Pfeiffer, J. William, and Jones, John E. A handbook of structured experiences for human relations training. University Associates, Publishers and Consultants, 1974.

This resource lists several inservice activities. Essentially, the ideas developed in this book could be used for getting acquainted group activities, exercises on communication skills, etc. The handbook is distributed by Humanistic Education Center, 110 Spring Street, Saratoga Springs, New York 12066.

Audio-Visuals

Rx for Independence. Filmstrip, cassette, 16 minutes, color. Wisconsin Vocational Studies Center, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, Wisconsin 53706, 1979. This filmstrip is about what it means to "go through changes" for your handicapped students. Specific guidelines tell how to analyze and meet your handicapped student's educational and vocational needs. It is a good filmstrip to supplement discussions on establishing cooperative relationships.

CHAPTER THREE

INSERVICE TRAINING ON STUDENTS WITH EMOTIONAL IMPAIRMENTS OF LEARNING

An inservice program on working with students with emotional impairments of learning could include the following purposes:

1. To increase participants' awareness of emotionality in learning; to clarify the similarities and differences between students with emotional impairments of learning and those labeled emotionally disturbed
2. To increase participants' awareness of the kinds of behaviors which may indicate the presence of an emotional impairment of learning
3. To explore the impact of teachers' values and attitudes on students with emotional impairments of learning
4. To enhance participants' understanding of and skill in communication
5. To help participants understand and employ a systematic problem-solving strategy
6. To increase participants' understanding of the theories and techniques of contingency management
7. To explore classroom management strategies which are appropriate when helping students with various types of emotional difficulties

In planning a program on emotionality, it is usually preferable to actively involve the participants as much as possible. Discussion, role playing, values clarification, or other activities often provide more insight then expository situations. Participatory activities may require more time, but the benefits gained from involvement are significant.

The following pages suggest expository and participatory activities for each of the purposes listed above. Estimated times are given for each alternative. The workshop leader can use this information to select the purposes which best meet the needs of the participants. He or she can then choose the activities which will fit the time alloted for the topic. The activities listed are only suggestions; the workshop leader should feel free to substitute others which would better meet the group's needs.

PURPOSE: I. *To increase awareness of emotionality in learning; to clarify the similarities and differences between students with an emotional impairment of learning and those who are labeled emotionally disturbed.*

EXPOSITORY ACTIVITY: I-A-1. Lecture to establish clear understanding of focus of session. See pages 37 and 38 in the handbook.

(Approximately 5 minutes)

PARTICIPATORY ACTIVITY: I-B-1. Ask small groups to discuss the following questions:

- What part does emotionality play in learning?
- Have you ever been so upset that your emotions affected your ability to learn or teach? What did someone do or could someone have done to help?
- Have you ever had a student whose emotions interfered with his or her learning, even though he or she was not labeled emotionally disturbed? How did you help? What could you have done?

(Approximately 15 minutes)

PURPOSE: II. *To increase participants' awareness of the kinds of behaviors which may indicate the presence of an emotional impairment of learning.*

EXPOSITORY ACTIVITY: II-A-1. Hand out typed lists of behaviors seen on pages 39 to 42 of the handbook.

(Approximately 3 minutes)

II-A-2. Discuss behaviors, giving examples of each. Use transparencies of lists of behaviors.

(Approximately 10 minutes)

PARTICIPATORY ACTIVITY:

II-B-1. Ask participants to list expected or acceptable student behaviors in the following areas:

- appearance
- academic behaviors
- interpersonal interactions
- intrapersonal patterns

Compare these expectations to typed lists.

(Approximately 20 minutes)

II-B-2. Ask small groups to list student behaviors they have observed which seemed to indicate emotional problems. Compare group lists to typed lists.

(Approximately 20 minutes)

PURPOSE:

III. *To explore the impact of teachers' values and attitudes on students with emotional impairments of learning.*

EXPOSITORY ACTIVITY:

III-A-1. Lecture based on pages 47 to 49 of the handbook.

(Approximately 10 minutes)

III-A-2. Ask a qualified professional to speak to the class on teachers' emotionality and its effect on students' learning.

(Approximately 30 minutes)

PARTICIPATORY ACTIVITY:

III-B-1. If activity II-B-1 is used, ask participants to go back over lists and identify which

expectations are based on employers' demands, which are commonly demanded in our society or in the school situation, and which may be based solely on personal preferences. Ask them to discuss their emotional reactions when expectations are not met, and to consider whether their feelings differ depending on the basis of the expectation as identified above.

(Approximately 10 minutes)

III-B-2. Ask participants to form small groups and together to rank the values statements seen in Figure One, placing 3 statements in each of 6 categories, from 6 = most valued to 1 = least valued.

(Approximately 15 minutes)

Compare the groups' decisions regarding the most valued and the least valued statements.

(Approximately 10 minutes)

PURPOSE:

IV. *To enhance participants' understanding of and skill in communication.*

EXPOSITORY ACTIVITY:

IV-A-1. Lecture on communication rationale, basics. See pages 50 to 54 of the handbook.

(Approximately 10 minutes)

IV-A-2. Transparency lecture on the steps in communication.

(Approximately 15 minutes)

PARTICIPATORY ACTIVITY:

IV-B-1. Ask participants to form dyads. Ask them to chat about anything of interest.

A) Ask Person A to do or say whatever possible to indicate boredom or disinterest. Switch roles. List behaviors on board, discuss reactions.

B) Ask Person A to use nonverbal signals of boredom while maintaining "polite" verbal signals. Switch roles. Discuss behaviors, reactions, and whether participants ever find themselves acting this way with students.

C) Ask participants to list verbal and nonverbal behaviors which facilitate communication.

(Approximately 3 minutes each role, 5 minutes each feedback, total about 30 minutes)

IV-B-2. Explain steps in communication (IV-A-2). Ask Person A to make up a problem to discuss with Person B. Ask Person B to try to follow the steps of communication as exactly as possible. After they have finished, ask Person C to give feedback about whether the steps were followed, the tone of the conversation, and what particular response seemed especially effective. Switch roles (optional).

(Approximately 15 minutes for explanation, 10 minutes for one round; total of 25 minutes. More time is needed if roles are switched.)

PURPOSE: V. *To help participants understand and employ a systematic problem-solving strategy.*

EXPOSITORY ACTIVITY: V-A-1. Transparency-lecture on steps of problem solving. See pages 54 and 55 in the handbook.

(Approximately 10 minutes)

PARTICIPATORY ACTIVITY:

V-B-1. Explain steps in problem solving. Hand out worksheet on steps. Ask participants to think of a personal problem and use the worksheet to develop a strategy for solving it. Ask for general reactions, but protect participants' privacy.

(Approximately 25 minutes)

V-B-2. Ask participants to try using problem solving steps to help another--either in dyads or with a person outside the workshop. Discuss reactions.

PURPOSE:

VI. *To increase participants' understanding of the theories and techniques of contingency management.*

EXPOSITORY ACTIVITY:

VI-A-1. Lecture and/or hand-outs on contingency management. See pages 56 to 62 of the handbook.

(Approximately 20 minutes)

PARTICIPATORY ACTIVITY:

VI-B-1. After lecture on theory of contingency management, ask participants to discuss whether they agree that unplanned reward and punishment do affect behavior in a classroom, and if so, how. If not, what theory of management does apply?

(Approximately 20 minutes)

VI-B-2. Ask participants to try using a contingency management plan with a student or offspring, and report on its effects after two weeks.

PURPOSE: VII. *To explore classroom management strategies which are appropriate when helping students with various types of emotional difficulties.*

EXPOSITORY ACTIVITY:

VII-A-1. Lecture on material on pages 63 to 71 in the handbook.

(Approximately 20 minutes)

VII-A-2. Ask counselor or psychologist to lecture on helping students in crisis and those reacting to school situations. Ask a special education teacher to talk about teaching students labeled emotionally disturbed.

(Approximately 40 minutes)

PARTICIPATORY ACTIVITY:

VII-B-1. Ask participants to share experiences and techniques used with students with the types of problems discussed on pages 63 to 71 of the handbook. Compile a group list of techniques. Compare with those found in the handbook.

(Approximately 20 minutes)

VII-B-2. Ask class to divide into small groups. Give groups written descriptions of a student in crisis, one who is aggressive, one who has difficulty handling pressure, etc., and ask them to list the classroom management techniques they would recommend for each. Share recommendations, discuss.

(Approximately 40 minutes)

Figure Seven

Professional Values Statements

TO MAINTAIN AN ORDERLY CLASSROOM ENVIRONMENT
TO HELP INDIVIDUALS WITH THEIR LEARNING PROBLEMS
TO BE IN CONTROL OF THE CLASS
TO PREPARE STUDENTS FOR THE WORLD OF WORK
TO BE CONSIDERED A GOOD TEACHER BY MY SUPERVISOR
TO BE TRUSTED BY STUDENTS
TO INCREASE STUDENTS' SELF-CONFIDENCE
TO HELP INDIVIDUALS WITH THEIR EMOTIONAL PROBLEMS
TO CONVEY FACTUAL INFORMATION RELATED TO MY FIELD
TO PROVIDE HANDS-ON SKILL LEARNING AND PRACTICE
TO BE CONSIDERED FAIR BY STUDENTS
TO BE LIKED BY STUDENTS
TO BE CONSIDERED A COMPETENT PROFESSIONAL BY MY PEERS
TO MAINTAIN AN EMOTIONALLY COMFORTABLE CLASSROOM CLIMATE
TO BE RESPECTED BY STUDENTS
TO INSTILL APPROPRIATE ATTITUDES IN STUDENTS
TO PROVIDE ACCURATE EVALUATIONS OF STUDENTS' CAPABILITIES

Resources

Clark, D.L., Foley, T., Kok, M., Turner, K.G., and Wright, L. (Eds.). Making mainstreaming work: A handbook for vocational administrators. College Station, Texas: Vocational Special Needs Program, College of Education, Texas A&M University, 1979.

Disturbed? Who's Disturbed? Filmstrip and cassette, color, 15 minutes. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706.

Pfeiffer, J.W., and Jones, J.E. (Eds.). A handbook of structured experiences for human relations training, volume one. La Jolla, California: University Associates, 1974.

CHAPTER FOUR

INSERVICE TRAINING ON LEARNING DISABILITIES

GOALS AND OBJECTIVES

Inservice training programs for teachers of learning disabled students should be developed around the need of the teachers and their students. The goal is to prepare teachers to make the proper modifications or alterations in the daily teaching plans and materials which will enable the learning disabled student to enter the regular vocational classroom or shop. There is no particular length of inservice training recommended to prepare teachers to accept and teach the learning disabled students. The ability to teach learning disabled students will vary among teachers and the vocational subject area.

Objectives of an inservice training program should include the following:

1. To increase the participants awareness of what it is like to be learning disabled
2. To be able to identify how specific learning disabled students learn
3. To acquire the teaching strategies needed to teach learning disabled students
4. Be able to make appropriate curriculum modifications which will help the learning disabled student succeed in the regular classroom.

ACTIVITIES FOR RECOGNIZING THE LEARNING DISABLED STUDENTS

To successfully increase the awareness of the teachers, it is necessary to provide some idea of what it feels like to be learning disabled. It is not possible to totally simulate a disability. However, there are some things which will help get the ideas across.

Pages 79-83, A Visit to the Vocational Classroom and Shop, provide an idea of what to expect. Information on these pages can be used for discussion purposes and copies made for inservice participants.

Figure One on page 84, Learning Disability Assessment Checklist for Teachers can be used by instructors to assess their own students or themselves. The checklist is not official or nationally normed. It is just an informal tool to help get an idea of what may be the problem.

Figure Two, page 88, can be used to help recognize students with poor visual and auditory perceptual functioning. Figure Three, page 89, Tests of Learning Modalities, has been designed to help give teachers an idea of the student's learning modes. It is important that the teachers know if the students is learning by audio, visual or kinesthetic (tactile) means.

A hands-on activity to help teachers experience perceptual problems is to have them trace drawings or script by looking into a small mirror. This exercise forces the participant to reverse the image which is seen in the mirror. A timed exercise using the mirror would provide an idea of the anxiety that learning disabled student's experience in not being able to keep up with other students.

There are several 16mm films which provide awareness as well as strategies for compensating for the disability. These are: If a Boy Can't Learn, Whatever Happened to Mike? and the Reluctant Delinquent. A 35mm filmstrip/cassette, Take to the Open Road, provides awareness and compensating strategies. Details on these audio-visual aids are found in the resource list.

STRATEGIES FOR MODIFYING TEACHING METHODS AND CURRICULUM

There are specific strategies on pages 96-101 for modifying the listening, reading, thinking, speaking, math and writing skills of learning disabled students. Handouts can be prepared from these pages for discussion purposes. Participants can make specific changes in their teaching and curriculum by making the suggested modifications. Inservice time could be provided to help workshop participants get started on suggested changes which seem appropriate. Participants should be notified well ahead of time of the inservice format and be asked to bring the appropriate materials and textbooks to the inservice meeting.

On pages 102-104 are examples of strategies which are useful in teaching auditory, visual and tactile learners. A work session to develop a specific lesson plan for a specific learning disabled student could be conducted. The objective of the session would be to develop lesson plans which could be used in teaching learning disabled students with visual, auditory and tactile disabilities. Workshop conductors could supervise the development of the lesson plans.

Examples of how learning disabled students are helped in various programs around the nation are found on pages 105-124. Secondary and postsecondary examples are discussed. It should be remembered that ideas which work at one level will likely work nearly or equally as well at another level. The philosophy of teaching the learning disabled students is expressed throughout this section along with specific ideas for teachers, administrators and tutors.

Handouts can be developed from these materials and workshop participants can adapt or adopt any ideas which seem most useful to their students. Many activities and suggestions for working with learning disabled students are included in Figure Five, Remediation of Learning Disability Characteristics, page 125. Techniques and Strategies for Teaching Learning Disabled Students, Figure Six, page 130, was developed by a special needs coordinator and can be specifically used by vocational teachers.

A review of the chapter will help teachers know when to modify teaching strategies and when to modify the curriculum.

Figure Eight outlines activities for a 60-90 minute session directed toward the task of preparing teachers to teach learning disabled students.

Figure Eight

Inservice for a One Hour to a One and One-Half Hour Period

Activity	Minutes
1. Recognizing the learning disabled student in the classroom or shop. Presentation and discussion.	10-15
2. Film, If a Boy Can't Learn or filmstrip, Take to the Open Road	15-30

	Activity	Minutes
3.	Participants complete Figure One, Learning Disability Assessment Checklist For Teachers, Page 84 and/or Figure Three, Tests for Three Types of Learning, page 89.	10-20
4.	Participants complete mirror image exercise.	10
	Presentation and discussion of Audio, Visual and Tactile Learning. Pages 102-104 provide the basis for discussion.	15
	TOTAL TIME	60-90 minutes

EXTENDING THE INSERVICE SESSIONS TO ONE-HALF DAY

In addition to the 60-90 minute session, Figure Nine outlines the inservice content which could be used to obtain more depth on teaching learning disabled students.

Figure Nine

Activities for a One-Half Day Inservice Meeting

	Activity	Minutes
1.	Film, Whatever Happened to Mike or RX for Independence	20-25
2.	Presentation and discussion on aids to modifying listening, reading, thinking, speaking, math and writing for learning disabled students. Provide time to apply techniques to specific curriculum areas.	30-60
3.	Have participants develop a section of their own lesson plans using the above aids and the techniques for audio, visual and tactile learners on pp. 102-104.	30-60
4.	Discussion on tutoring, page 113.	10
5.	Discussion on implementing some of the program examples in Part Three. Hand out two or three of the examples and let participants respond by using small sessions.	20-30
6.	Film, The Reluctant Delinquent	30
	TOTAL TIME	140-145 minutes

The format can easily be expanded to allow for an extended inservice of two hours per week for six to twelve weeks. The long term approach will provide participants with an opportunity to develop curricula modifications between class periods and allow time for inservice conductors to supervise the participants in the development of modified teaching strategies and materials.

Participants will also have an opportunity to acquire and read some of the materials listed in the annotated bibliography. Finally, the participants will be able to utilize their new strategies and materials in the actual instruction of learning disabled students.

Resources

If a Boy Can't Learn. 16mm, color, 28 minutes; Lawren Production, Inc., P.O. Box 666, Mendocino, California 95460, 1976. The film is about Mike, a 17-year-old cowboy, a high school senior who can't read, can't do math and who is a "behavior problem": Teaching strategies are designed to utilize Mike's learning strengths and compensate for his weaknesses.

The Reluctant Delinquent. 16mm, color, 24 minutes; Lawren Productions, Inc., P.O. Box 666, Mendocino, California 95460, 1977. This film shows the relationship between learning disabilities and delinquency. After 12 years of failure in school, Robbie is reading for the first time and sees himself as capable of making academic and vocational plans.

Rx for Independence. Filmstrip, cassette, 16 minutes, color, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, Madison, Wisconsin 53706, 1979. This filmstrip is about how to modify vocational education for handicapped students. It is part of a series of eight filmstrip and cassette productions dealing with the vocational education of handicapped students.

TxKx Tx Thx Xpxh Rxxd. Filmstrip, cassette, 16 minutes, color, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706, 1979. This filmstrip is about vocational education for the learning disabled student. It is part of a series of eight filmstrip and cassette productions dealing with the vocational education of handicapped students.

Whatever Happened to Mike. 16 mm, color, 16 minutes; Lawren Production, Inc., P.O. Box 666, Mendocino, California 95460, 1979. A followup of Mike, from the film, If a Boy Can't Learn. Film shows Mike's success in employment, family life and community involvement.

CHAPTER FIVE

INSERVICE TRAINING ON MENTAL RETARDATION

INTRODUCTION

The organization of an inservice program designed to transmit specific skills and attitudes depends on several factors:

1. The time alloted to the topic
2. The participants' current skills in working with retarded students
3. The amount and type of resources at your disposal which could be used to create and reproduce handouts, buy or rent audiovisuals, or hire resource people who would not otherwise make a presentation for you
4. The extent of your own experience in working with and training retarded persons.

PHASES OF TRAINING

Within limits imposed by the above factors, you could use the following frame of reference as a guide when developing the content of an inservice program.

Awareness Phase

What is it like to be mentally retarded in a society which values verbal agility, facility with numbers and abstract ideas, and speed with a capital "S"? The key in this phase is to instill not just an intellectual awareness of characteristics and categories, but an emotional experience of what it feels like to fail, try harder, and fail again.

Reassurance Phase

This phase is designed to accomplish two tasks:

1. Convey to less experienced participants that their current knowledge and skills are relevant. Many of the instructional skills they possess will be useful when they instruct retarded students. The emphasis placed on particular methods may vary, and the frequency or sequence of use may be altered, but much of their current knowledge will be valuable.
2. Convey to all participants that persons who are retarded are "not from Mars". That is, retarded persons are persons, whose similarities to everyone else are much more extensive than their differences.

Problem Definition Phase

This includes examination of potential problems caused by participants' expectations. It may also include the understanding and use of formal and informal assessment techniques if these have not been covered as part of a multi-topic inservice. This phase definitely includes the development of participants' abilities to focus on performance (behavior), describe it precisely and accurately, and measure changes in performance.

Problem Resolution Phase

This flows directly from the previous phase. Specific approaches and possible solutions should be covered. These four phases are not completely isolated from one another. Frequently the reassurance, definition, and resolution phases will be intertwined and will have a positive influence on participants' awareness of what it is like to be retarded.

The inservice participants should be expected and encouraged to participate in "hands on" activities, share their experiences of success and failure in a timely and succinct way, and to integrate new concepts and techniques into their individual value and behavior systems.

SUGGESTIONS

The following ideas are meant only to stimulate your thinking. A complete guide to the development and implementation of an inservice training program for retarded persons would take several hundred pages. The range and depth of your presentation will depend on the needs of the participants, the resources available to you, your skill in presenting material, and your knowledge of retarded persons.

The following suggestions could be integrated into your presentation.

What does it feel like to be a mentally retarded student in a mainstream setting?

Begin by announcing the topic, "working with retarded students", and indicate that before you go into detail you would like them to work on the following problem (Figure Ten).

Figure Ten

Problem in Concise Communication

Given the circumstances whereby an individual is favorably disposed toward engaging in industrious travail designed to endue a substance which could prevent the desiccation of an equestrian solid-hoofed herbivorous mammal, the potential recipient of such effluent education may be predisposed to traverse the expected outcome.

Circle the appropriate letter:

1. What or who is (are) the main subject(s) of this sentence?
   A. a person
   B. a horse
   C. a factory owner
   D. A & B above

2. What does "endue" mean here?
   A. provide
   B. give
   C. inherit
   D. notwithstanding

3. What "substance" is referred to?

   A. manure
   B. water
   C. money
   D. food

4. An effluent education is:

   A. an expensive education
   B. manure
   C. water
   D. food
   E. a draft notice

5. Which best reflects the meaning of this sentence?

   A. A offers something to B, which B accepts.
   B. A offers something to B, which B rejects.
   C. A and B work together.
   D. A offers something to B and B offers something to A.

After allowing 5-10 minutes, hand out the problem described in Figure 11, and encourage them by saying that if they are having trouble with the first problem, maybe they will do better on the second one.

Figure 11

Problem in Abstract Reasoning

Given: a) 12 billiard balls, 11 of which are of equal weight, and 1 of which is odd (heavier or lighter than the rest)

b) a balance scale

Problem: Using only 3 weighings on the balance scale, determine

a) which of the balls is the odd one, and

b) whether that ball is heavier or lighter than the others.

During this time, note any nonverbal indicators of fear, frustration, inadequacy and so forth. These indicators include nervous chatting, flippant comments, glances to see how others are doing, and so forth.

After allowing a few minutes for effort on the second problem, ask if anyone has the solutions. If so, congratulate them -- but check

the answer. Most would-be solutions are wrong. Ask how people felt. Prompt them if necessary, basing your prompts on your observations. Then draw the analogy: "You are successful people. Yet in 15 minutes, I generated feelings of inadequacy, frustration, and so forth in you. The problems looked easy, but were not. Imagine a retarded student in a mainstream setting who has experienced such feelings many hours of every day." Note also what a difference their rate of success would have been if you had structured the situation to facilitate learning for them -- for instance, allowing the use of the dictionary, or setting up a decision tree to attack the logic problem.

The goals of the exercise are to have them experience frustration when failing tasks that appear simple, and to help them understand the importance of restructuring teaching methods and curricula which seems easy to them. This "simple" and "obvious" material can be very difficult and frustrating for a retarded person in its unmodified form.

A second approach to instilling awareness of issues involved in training retarded students requires you to make the "toothpaste analogy" offered by Gold (1976):

> I would suspect that the vast majority of you brushed your teeth this morning. I hope so. I wonder how many of you, when you were brushing your teeth, gave very much thought to your toothpaste. The next time you do I would like you to look at your tube of toothpaste and realize that probably in the history of toothpaste there have been few if any occasions where the entire tube of toothpaste has been used up. In the life of every tube of toothpaste there comes a moment when an administrative decision is made that the amount of resources needed to get any more out of it exceeds the value of what would be gotten out so you chuck it. For most of us we have had the humiliating though fortunately private experience of having to reverse our administrative decision. We dig it back out from the garbage can because we need to brush and there is no other toothpaste around. We find that, given [the use of] a little more resources, not only is there more toothpaste but it is <u>exactly the same</u>

> toothpaste that we got prior to throwing the tube away. All that is needed is a set of circumstances that indicates it is worth coming up with more resources such as a little harder pressure from your thumb.... It's phenomenal just how many more brushings we can get out of that thing that we felt was useless....For handicapped individuals, the data are already available to show that if you want to push hard enough on the toothpaste [commit more time, effort, and resources] you can find basically the same quality product as you can with [non-handicapped] students given the commitment to utilizing the resources.

Figures 12 and 13 below list alternative agendas for short inservice training sessions on the vocational training of individuals who are retarded.

Figure 12

Two and One-Half Hour Schedule

	Topic	Minutes
1.	The experience of being retarded	15
	discuss	5
2.	Filmstrip (Better Than I Thought series)	15
	discuss	10
3.	Key points: alternative definition of MR (Gold), learning vs. performance, teaching vs. presentation or exposure.	15
4.	Teaching techniques	30
	Film: Introduction	5
	film (e.g. Try Another Way)	30
	discuss	20
5.	Summary	5

"Safety Valve" Topics

These are suggested topics which you prepare, but use only if your first plan runs into difficulty (such as the film self-destructing, or a resource person failing to arrive).

1. Practice in developing a task analysis, with emphasis on assumptions made and the process used by the instructor. Topics: fold a paper, fry an egg, change a tire.
2. Specification of service and training needs (large or small group brainstorm). Determine retarded student's service needs, and staff training needs. Rank each item in terms of priority. Determine staff and resources required to meet those needs. Develop time frames for implementation of high priority items.

Figure 13

One Hour, 45 Minute Schedule

Topic	Minutes
1. The experience of being retarded	10
discuss	5
2. Filmstrip (Better Than I Thought series)	15
discuss	5-10
3. Summary of goals in teaching and factors in learning	10-15
4. Teaching techniques to reach those goals	25
task analysis	25
emphasis on assumptions they make, and elements they may have omitted -- especially those detailing what the teacher is to do.	

"Safety Valve" Topics

1. Additional task analysis, e.g., fry an egg, change a tire.
2. "Rules of feedback" (Gold).

Multi-Session Inservice Training

If you desire to organize a multi-session inservice course on working with retarded students, possible topics include these:

1. The experience of being retarded, including direct interaction with retarded persons
2. Alternative definitions
3. Key issues such as learning vs. performance, key elements of learning, and teaching vs. presenting

4. Vocational assessment and career exploration, including behavior observation
5. Developing the individualized educational program (secondary level)
6. Managing a class containing one or more retarded students, including record keeping, contingency management, and curriculum modification
7. Instructional techniques, including task analysis and working with poor readers or nonreaders
8. Exemplary programs, including presentations by spokespersons from those programs, site visits, comparison with their own programs, and resources needed to adapt elements of the exemplary program
9. Working with other staff in school
10. Working with parents and other agencies
11. Employment considerations and job placement, including followup after placement
12. Administrative considerations.

Note: Many of these topics are described in the handbook.

Reference

Gold, M.W. Votec and the severely handicapped: A new link-up. In: L.A. Phelps, et. al. Vocational education for special needs students: Competencies and models for personnel preparation. Urbana-Champaign: University of Illinois, Bureau of Educational Research, 1976.

Resources

Albright, L., Evans, R.N., and Fabac, J. A system for the identification assessment, and evaluation of the special needs learner in vocational education. Urbana: University of Illinois, Bureau of Educational Research, 1978.

Batche, C., and Zaorski, M. Competency based reporting: A programmed learning manual for use by vocational teachers. Crestwood, Illinois: Sauk Area Career Center, n.d.

For information, contact: Sauk Area Career Center, 138th and Crawford, Crestwood, Illinois, P.O. Robbins, Illinois 60472 (312) 371-1880
or
Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students, Turner Hall - 202-C, Illinois State University, Normal, Illinois 61761 (309) 436-6022

Beebe, P.D., and Ridgely, M.P. A model to facilitate direct provision of services among the seven generic vocational rehabilitation and employment agencies. Middleton, Wisconsin: Association for Retarded Citizens in Wisconsin, 1978.

For information, write or call: The Association for Retarded Citizens in Wisconsin, 2700 Laura Lane, Middleton, Wisconsin 53562 (608) 831-3444

Brannon, G.R., et. al. How to write and use learning activity packages. Maryland State Department of Education, Division of Vocational-Technical Education, 1978.

For information about obtaining copies, contact: The Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, Maryland 21502 (301) 777-5886

Brolin, D.E., McKay, D.J., and West, L.L. Trainer's guide to life centered career education. Reston, Virginia: Council for Exceptional Children, 1978.

For information about purchasing, contact: The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (703) 620-3660

Larson, K., et. al. Vocational assessment of the severely handicapped for utilization in community based vocational training programs. Portland, Oregon: Portland State University, Vocational Careers Program, 1979.

Meeting the work training needs of special students in high school vocational/occupational education programs. A cooperative project sponsored by the Illinois Division of Vocational and Technical Education, Illinois State University, Departments of Industrial Technology and Special Education, 1977.

To obtain information about getting a copy, contact: Special Education Instructional Materials Laboratory, Department of Special Education, Illinois State University, Normal, Illinois 61761

Phelps, L.A. Instructional development of special needs learners: An inservice manual. Urbana: University of Illinois, Department of Vocational and Technical Education, n.d.

For information about obtaining a copy, contact: L. Allen Phelps, Ph.D., Department of Vocational and Technical Education, University of Illinois, 345 Education Building, Urbana, Illinois 61801 (217) 333-2325

Regan, M.K., Denton, P., and Clark, P. Working with special needs students in vocational education classes. Lawrence, Kansas: Kansas Special Vocational Needs Task Force and the Vocational Education Inservice Training Project of the University of Kansas, 1979.

For information on obtaining a copy, contact: Midwest Regional Resource Center, Drake University, 1332 26th Street, Des Moines, Iowa 50311 (515) 271-3936

Turnbull, A.P., Strickland, B., and Goldstein, S. "Training professionals and parents in developing and implementing the IEP." Education and Training of the Mentally Retarded, 1978, 13 (4), 414-423.

Films

Gold, M.W. Try Another Way film training series.

For information, contact: Film Productions of Indianapolis, 128 E. 36th Street, Indianapolis, Indiana 46205 (317) 924-5163

or

Marc Gold & Associates, 708 W. Oregon Street, Urbana, Illinois 61801 (217) 384-4314

Filmstrips

Tindall, L.W., Gugerty, J.J., Hamm, J., and Carlson, L. Better Than I Thought. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1978.

For information on obtaining the series contact: Wisconsin Vocational Studies Center, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706 (608) 263-3696

CHAPTER SIX

INSERVICE TRAINING ON VISUAL IMPAIRMENTS

The goal of the inservice program is to help vocational and other teachers prepare for and teach the visually impaired. Inservice activities should be directed at the needs of the handicapped students. The length of inservice depends on the needs of the inservice participants and the type of courses which they are teaching.

Objectives of an inservice program on teaching the visually impaired follow:

1. To develop the participants' awareness of the needs of the visually impaired students and provide information on what it is like to be visually impaired
2. To acquire the appropriate strategies needed to teach the visually impaired
3. To make the appropriate curriculum modifications necessary to enable the visually impaired students to succeed in the vocational classroom or shop

To provide an awareness of visual impairments, handouts and discussion can be developed from John's and Jan's stories on pages 237-242. A handout can be made from page 244 to provide participants with definitions of visual impairments.

A set of regular clear plastic shop safety glasses can be altered to depict visual impairments. These can be passed around the classroom to give participants an idea of what specific impairments are like. Figure 14 below shows how to prepare the glasses.

Figure 14

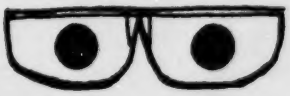
Simulated Impairments

Impaired Visual Clarity
(Severely Scratched Lens)

Impaired Visual Field

Impaired Visual Field

Impaired Central Vision



Tunnel Vision

The causes of visual impairments, services available, and barriers are discussed on pages 245-249. These pages could be developed into handouts or discussed by the instructor.

Stragegies for working with the visually impaired are found on pages 249-261. Instructors may wish to develop handouts from this section for use in the inservice offering. Pages 263-273 provide examples of successful programs in several vocational areas. Vocational teachers and others could discuss these areas and develop similar curricula modifications.

Teacher inservice can be developed in segments of various length. An idea of a relatively short inservice of an hour to an hour and a half is provided in Figure 15.

Figure 15

Activities for a Short Inservice Meeting

	Activity	Minutes
1.	Developing an awareness through a discussion of John's and Jan's stories- pp. 237-242	10-15
2.	Filmstrip, Placement by Disability or film on What Do You Do When You See a Blind Person, or both	15-30
3.	Have class participants try on glasses while instructor discusses definition of visual impairment on page 244	5-10
4.	Film, Not Without Sight	20
5.	Handout and discussion on causes of visual loss, and numbers, of visually impaired persons, page 245	5-10
6.	General strategies to use with visually impaired students, pp. 249-252	20-30
	TOTAL TIME	75-95 minutes

If longer periods for inservice are available, participants could become involved in developing teaching strategies and making actual curriculum modifications which could be utilized in teaching their visually impaired students. Ideas for additional input are listed in Figure 16.

Figure 16

Activities to Include In a One-Half Day Inservice Meeting

	Activity	Minutes
1.	Specific strategies for working with students with little or no vision. Develop handouts from pp. 252-258 and use for discussion. Provide time to make modifications.	30-60
2.	Using new technology, pp. 255-258, Acquire suggested equipment for observation and demonstration.	30-60

Activity	Minutes
3. Discuss modifications in specific vocational areas and provide time to design modifications.	30-60
TOTAL TIME	90-180 minutes

The time needed to give the above input can vary and the input can be given over a period of several sessions. It is usually helpful to be as specific as possible when working with the participants. Room for individualization is also recommended.

Resources

Communicating with Deaf-Blind People. 16mm, color, 18 min; American Foundation for the Blind, Film Library, Public Education Division, 15 West 16th Street, New York, 10011. Demonstrates through actual conversation with six deaf-blind adults the five most commonly used methods of communicating with deaf-blind individuals: printing in the palm, alphabet glove, one-hand manual alphabet, Tellatouch, and vibration method. Purpose is to acquaint the average person with ways of communicating with persons who are both deaf and blind.

A Fighting Chance. 16mm, color, 26 min; Wisconsin Department of Industry, Labor and Human Relations, Wisconsin State Employment Service, P.O. Box 1607, Madison, WI 53101; n.d.; free loan. The film is about David Hansen, a college graduate, radio station engineer and disc jockey, who returned from Vietnam as a blind person. The movie shows the emotional conflicts experienced by a blind military veteran who is searching for a job. In a job interview scene, the viewer learns that, if Dave is given a fighting chance, he can compete equally with anyone else, and perform equally in those job areas for which he is qualified.

A Matter of Inconvenience. 16mm, color, 10 min; Stanfield House, 900 Euclid Ave., Santa Monica, CA 90403. Films blind and amputee skiing at Lake Tahoe, Nevada, and stresses that a handicap is only an "inconvenience" which may become a barrier to a person's potential for work and recreation. The emphasis is on the integration of the person with a disability into all aspects of society.

Meeting the Challenge of Blindness. 16mm, color, 25 min; The Seeing Eye, Inc., One Rockefeller Plaza, New York, NY 10020; 1974; free loan. This film provides glimpses into the lives of three people who are blind; a young businessman, a middle-aged housewife, and a seventy-year-old man. For mobility, one uses a guide dog, another uses a cane, and the third relies on friends. The film emphasizes the blind person's desires for independence and their ability to achieve that independence. It also emphasizes the emotional impact of blindness on the person involved.

Not Without Sight. 19 min, color; Public Education Division, AFB, 15 West Sixteenth Street, New York, NY 10011. This film defines the major types of severe visual impairment and illustrates, with animation, their causes and shows how those with severe impairments can and do function. Not Without Sight depicts the vision of those with impairments as they see the world. Five impairments are used to illustrate the three main types of visual impairments: one, where overall vision is obscured; two, where edges of vision or parts of vision are obscured; and three, where the center of vision is obscured.

Placement by Disability. Filmstrip, cassette, color, 16 min; Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706, 1979. This filmstrip emphasizes the individuality of visually impaired students, the diversity of their attitudes and abilities and explores particular problems of the visually impaired.

What Do You Do When You See a Blind Person? 16mm, color, 13 min, Public Education Division, American Foundation for the Blind, 15 W. 16th Street, New York, NY 10011; 1971. A light touch personifies this film which demonstrates the right and wrong way of dealing with blind people in various situations. The film shows Phil, a well-meaning but badly informed character, who meets his first blind person on a busy New York Street corner. During the film, Phil faces what are monumental problems for him - problems like walking, talking and dining with a blind person. With the help of a friendly narrator, and some cinematic tricks, everything works out fine for Phil and for the audience.

CHAPTER SEVEN

INSERVICE TRAINING ON HEARING IMPAIRMENTS

INSERVICE TOPIC AREAS AND PURPOSE

Several topic areas could be considered when organizing an inservice on hearing impaired students. Depending on time, resources, and other factors, the extent to which each area is covered will vary. Listed below are some suggested topic areas and goals. Activities will then be discussed by topic area to achieve inservice goals.

1. *Topic Area:* What is it like to be hearing impaired? What does the deaf or hard of hearing student experience?

   Purpose: Participants will begin to become more aware of what a hearing impaired student experiences. The participants' empathy level could be heightened concerning hearing handicapped individuals.

2. *Topic Area:* The group leader and participants could discuss what is a hearing impairment and the various degrees of a hearing loss. Participants' discussion could center on how a hearing loss affects learning in the classroom.

   Purpose: Participants can begin to develop a further understanding of the types or degrees of a hearing loss. An increased awareness of the uniqueness of the hearing impaired student can be developed.

3. *Topic Area:* Methods of communication a hearing impaired student can use might be considered.

   Purpose: Participants will be more knowledgeable concerning the variety of methods used for communicating by the hearing impaired population.

4. *Topic Area:* Techniques for interacting with a hearing impaired student and with an interpreter could be included.

   Purpose: Discussing this topic will enable the participants to see the hearing impaired student as a "person" to alleviate any uneasiness about communicating and interacting with this student. In addition, participants will understand more fully the function of an interpreter in the vocational classroom area.

5. *Topic Area:* The modifications used in the classroom to enhance the hearing impaired student's learning could be discussed.

   Purpose: This discussion can assist instructors or other staff in developing techniques for their own classroom. Working on curricula modifications in a workshop setting can also assist in building a participant's confidence by being able to develop ideas within the workshop or sharing successful ideas used in the past with other group members.

BUILDING AWARENESS

Activities for building awareness of what it is like to be hearing impaired should focus on participants' experiencing situations without the full use of their auditory skills. Several suggested exercises to assist participants in realizing how a hearing impaired person must feel are:

1. *Simulation exercise* - The leader should have the participants break into small groups (2-4). Half of the group will simulate a hearing impairment by using ear plugs, cotton balls or whatever means are available for limiting their hearing ability. The remaining group members (those who are hearing) should attempt to complete an assignment with a "hearing impaired" participant. A story could be read by the hearing participant with questions to be answered by the "hearing impaired" group member. The hearing participants should speak only in a very low voice to enhance the difficulties in hearing. Everyone in the group should have an opportunity to be "hearing impaired".
2. *Film* - Diagnostic Test For Speech Reading. This film is an excellent demonstration on the difficulties of speech reading. Participants are asked to try and speech read the words and phrases that are being stated on the film.
3. *Record* - Getting Through: A Guide to Better Understanding of the Hard of Hearing. This record simulates the various degrees of hearing losses experienced by the hard of hearing. This exercise is very useful in experiencing the difficulties of hearing.

DEFINING A HEARING IMPAIRMENT AND COMMUNICATION METHODS USED BY HEARING IMPAIRED STUDENTS

These topic areas could be covered by the following suggested activities:

1. *Lecture* - The leader could present information pertaining to "what is a hearing impairment" or "how does a deaf student communicate?" To emphasize key points in the lecture, handouts could be made available before or after speaking, or transparencies could be used during the presentation. Handouts could be developed by using materials contained in pages 287-296 in the handbook.
2. *Resource speaker* - Inviting an interpreter or another professional who has worked with hearing impaired students could be an effective manner for discussing these topic areas.

In each example above, group discussion could be stimulated by reviewing materials and encouraging questions from the participants.

TECHNIQUES FOR INTERACTING WITH A HEARING IMPAIRED STUDENT AND AN INTERPRETER

Similar activities could be used to inform participants as stated above.

1. *Lecture* - The leader could present materials using transparancies while speaking. Handouts could be utilized to emphasize key points. Suggested areas from the handbook for usage as handouts are pages 296-302.
2. *Resource speaker* - The trainer could arrange for a professional (for example, an interpreter) who has worked with hearing impaired students to discuss methods for interacting with a student and his or her interpreter.

CURRICULA MODIFICATIONS FOR HEARING IMPAIRED STUDENTS

The following suggested activities could be developed for an inservice program:

1. *Large group brainstorming* - Participants could brainstorm, as a large group, the various ways curricula could be modified to assist a hearing impaired student's learning. The leader should write

all ideas given by the group on a blackboard, newsprint, or poster board for everyone to review. It is only after all ideas are stated that the group should select the most feasible or useful ones. Brainstorming could be as broad as suggesting ideas within vocational areas or as specific as modifying particular written materials.

2. *Small group discussion* - The leader could have the participants break up into small groups and discuss specific modifications which could be done in their classroom area. Each group could designate a spokesperson to report ideas to the large group. These ideas once again would be listed for the whole group to review.

3. *Resource Speaker* - This individual (for example, vocational instructor, special education teacher) could discuss curricula modifications used in his or her classroom to help suggest ideas to participants for a brainstorming session.

4. *Hypothetical student profile* - The leader could write up hypothetical student profiles for small group discussions. The participants would be asked to develop methods to assist the student in overcoming his or her educational difficulties.

SAMPLE WORKSHOP OR INSERVICE AGENDAS

Figure 17

One Hour to One-and-a-Half Hour Inservice

Activity	Time
- Simulated hearing loss exercise	10-15 minutes
- Feedback concerning exercise	5-10
- Speaker: Resource person or trainer covering hearing losses, interaction or communication skills	25-30
- Small group brainstorming sessions about modifications participants could develop in their classroom areas. (Questions or materials could be developed to focus discussion)	15-25
- Report small group ideas back to large group	5-10
- Wrap up of inservice, review of key points	5
TOTAL TIME	60-90 minutes

Note: A break should be built in where necessary.

Figure 18

Four Hour Inservice

Activity	Time
- Simulated hearing loss exercise. Participants are assigned tasks to complete outside of the classroom area (e.g., grocery shopping, obtaining information over the telephone)	40 minutes
- Discussion or feedback concerning exercise	15
- Film (i.e., Diagnostic Test of Speech Reading)	30
- Feedback about film	10
- Resource person or trainer discussing hearing loss, communication skills, etc.	70
- Filmstrip (i.e., Feel Not Good)	15
- Small group brainstorming session on modifications which could be done in participant's classroom area	35
- Report back of small group ideas to large group	15
- Wrap up of inservice program	10
TOTAL TIME	240 minutes

Note: A break should be built in where necessary.

INSERVICE TOPICS COVERING A LONGER PERIOD OF TIME

If an inservice is being developed for a day or longer, the following activities could be included with the preceeding exercises:

1. *Basic sign language skills taught:* Participants could learn such skills as how to sign their names, some vocational terms, or words.
2. *Simulated hearing loss exercise:* This exercise could be conducted over a longer period of time, with participants keeping a journal regarding their feelings and experiences.
3. *Handicapped resource speaker:* A hard of hearing or deaf individual could make a lecture to the group, allowing the participants to gain further insight into methods of communicating or teaching hearing impaired students.
4. *Tour a facility:* Participants could tour programs which have successfully mainstreamed hearing impaired students.

RESOURCES

Written Materials

Clark, Donald, ed. Making mainstreaming work: A handbook for vocational administrators. College of Education, Texas A and M University, College Station, Texas, 1979.

This handbook contains some very useful inservice ideas and information on the hearing impaired as well as other handicapped conditions.

Audio-Visuals and Records

Diagnostic Test for Speech Reading. Kit includes open reel film, illustration plates, and manual. Grune and Stratton, 111 5th Avenue, New York City, New York 10003. This film is excellent for demonstrating the difficulties encountered in speech reading phrases and words.

Feel Not Good. Filmstrip, cassette, 16 min, color. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Education Sciences Building, 1025 W. Johnson St., Madison, Wisconsin, 53706. This filmstrip isolates the special problems of the hearing impaired, how to recognize and assist hearing impaired students.

Getting Through: A Guide to Better Understanding of the Hard of Hearing. By Aram Glorig, Zenith Radio Corp., 6501 W. Grand Avenue, Chicago, Illinois, 60635. Packet contains one 33 1/3 rpm record and user's guide. Simulates the various levels of hearing difficulties experienced by the hard of hearing population. Record can be easily taped for usage in a cassette recorder.

The Boss' Responsibility. 16 mm, 6 min, color. Universal Education and Visual Arts, 100 Universal City Plaza, Universal City, California, 91608. Pete is a young deaf carpenter who resents his boss' constant reminders to keep working. When the boss becomes ill, he puts Pete in charge for the day. Pete is then forced to make decisions, assign the work load and keep the workers on a tight schedule. From this experience Pete learns to appreciate and understand the pressures and responsibilities of being a boss.

Work Regulations. 16 mm, 16 min, color. Universal Educational and Visual Arts, 100 Universal City Plaza, Universal City, California, 91608. A young pressman in a printing shop uses his hearing deficiency as a crutch. Because his work habits are inadequate and his attitude defensive when corrected for these inadequacies, he misses a promotion in spite of his being the most skilled person available. Positive attitudes toward work and a rudimentary understanding of what is expected of any employee, regardless of job, are emphasized.

CHAPTER EIGHT

INSERVICE TRAINING ON PHYSICAL IMPAIRMENTS

PURPOSE

Upon completion of an inservice training the participants will:

1. Be familiar with conditions which cause some physical handicaps
2. Develop awareness of what it is like to be physically handicapped
3. Recognize the importance of focusing on a functional orientation (i.e. what he or she can do) rather than an anatomical orientation (i.e. stressing what is missing or dysfunctional)
4. Be familiar with techniques which can be used to modify programs for the physically handicapped student.

PROCEDURE

The activities that follow are divided into two sections. The first section lists those activities that should be included in a complete training session. Only five activities are presented. These can be delivered in a one-hour training session. The second section presents additional activities for use in a longer training session.

The following offers only a limited number of activities. There are many more. Hopefully these ideas will stimulate others.

ACTIVITIES

Objective One

Divide participants into small groups. Distribute pages 335 to 345 of Chapter Seven. Assign each group a disability from these pages. Ask groups to briefly read and discuss their assigned section. A member of each of the small groups then presents a brief description of the disability to the entire group. (15 minutes)

Objective Two

1. Give participants 2 pieces of string. Ask them to put their dominant hand behind their back and use their other hand to tie the two pieces of string together. (5 minutes)

2. Hand out pages 346 to 348 from Chapter Seven (architectural modifications). Ask class to briefly read the pages. Then have each participant draw a floor plan of the room in which he works. (It would be helpful also to sketch the entry to the room and the building.) After drawing the floor plan, ask the group to mark the inaccessible parts. Then using the room and building in which the training session is being held, discuss the inaccessible parts. (15 minutes)

Objective Three

Upon completing the second activity of tying 2 pieces of string together, ask class to discuss, "What they were able to do." They are to focus on their ability, not disability. Leader should not accept any comments that reflect what could not be done. (5-10 minutes)

Objective Four

Set up a "modifications display" by bringing in the various tools and adaptations suggested in Part II of Chapter Seven. For example, bring in a lump of clay (for threading a needle) and grocer hooks (for reaching). Let the group manipulate all the items and then discuss their reactions. (20 minutes)

ADDITIONAL ACTIVITIES

Objective One

1. Resource person for each disability area: Contact local associations and foundations to locate speakers. (Time will vary)

2. Collect brochures, pamphlets, materials, etc. from local associations, such as the Epilepsy Foundation and Muscular Dystrophy Association. Handout these materials. Discuss what the group already knows about various disabilities, and what questions they have about the disabilities. (20 minutes)

Objective Two

1. Discuss personal experiences that the group has had with various disabilities (i.e. experiences of a friend, relative or self). (20 minutes)

2. Show and discuss filmstrip, "What's it Like". (30 minutes)

3. Ask participants to imagine that one side of their body is paralyzed. Ask the group to go out to a drinking fountain with a paper cup, and get a drink of water. (5 minutes)

4. Ask participants if any of them have ever had any broken bones. Discuss what it was like to be less mobile, and less able to manipulate things. (10 minutes)

5. Bring a wheel chair into the training session. Ask each member to get in the wheel chair and sharpen a pencil. Discuss what the experience was like, and how they felt. (15-25 minutes)

6. Divide participants into 2 or 3 smaller groups. Tell them to discuss for 5 minutes any topic they like such as current news, political issues, social problems, etc. But tell them that people with brown eyes are to ignore the blue-eyed people and treat them as if the blue-eyed people are unimportant. Then ask the blue-eyed people to share how they felt about being discriminated against, just because they have blue eyes.

7. On 3 x 5 index cards, type a situation like the following on each card: You have been in an automibile accident and were seriously injured. You are now paralized from the waist down and use a wheelchair.

Ask group to get in pairs. Distribute cards. Have the pairs discuss:

- What job duties, in your present job, can you no longer perform?
- What job duties, in your present job, can you still perform?
- How must your job be redesigned so that you could continue to do the job? (20 minutes)

8. Show and discuss the film, "A Different Approach". (30 minutes)

Objective Three

Handout pages 348 to 370, Part II of Chapter Seven, and ask group to briefly read over the pages. Then have group brain storm other ideas for modifying their programs. (15 minutes)

RESOURCES

After the Accident. 16mm, color, 29 min; Distribution Branch, National Audio Visual Center (GSA), Washington, DC 20409; 1979. In this production, Julius Kellogg, a former Harlem Globetrotter basketball player, describes the accident which caused his disability and tells of his rehabilitation. He demonstrates the difficulties caused by such architectural barriers as stairs, and describes how people in wheelchairs can become independent. In addition to the interview with Julius Kellogg, the film also describes the process of rehabilitation and provides insight into the feelings of persons who have been injured and the emotional conflicts involved in the rehabilitation process.

Beating the Averages. 16mm, color, 30 min; Chief Distribution Center, National A-V Center (G.S.A.), National Archives and Records Service, Washington, D.C. 10409; free loan. Narrated by Raymond Burr, the movie stresses the barriers for paraplegics. It shows a family coping with problems of paraplegia, the paraplegic at work, and depicts some of the paraplegic's feelings in a group discussion setting. Stresses the point that the physical barriers and public attitudes, not the disability of paraplegia, create the handicap.

A Different Approach. 16mm, color, 22 min; South Bay Mayor's Committee for the Employment of the Handicapped, 2409 North Sepulveda Blvd., #202, Manhattan Beach, California. Using a humorous approach, the film looks at the problems faced by handicapped people when seeking employment.

The Homemaker With Incoordination. (The Handicapped Homemaker Series). 16mm, color, 28 min; Media Resources Branch, National Medical Audio Visual Center (Annex), Station K, Atlanta, GA 30324; 1971. The film demonstrates techniques, equipment selection, and safety procedures used by the homemaker with incoordination when preparing meals. The film shows the techniques used by a cerebral palsied person in preparing a meal. It also includes sequences on planning a dinner party and shopping. The picture stresses careful selection of equipment and safe procedures in using the equipment selected.

Leo Beuerman. 16mm, color, 13 min; Bureau of Audio-Visual Instruction, 1327 University Ave., P.O. Box 2093, Madison, WI 53706. This is a documentary depicting one day in the life of Leo, an aging deaf dwarf with useless legs. After Leo's mother died, he built a cart that he used for personal transportation. For journeys of greater distances he rode a tractor which he modified to suit his driving capabilities. Leo supported himself by driving to town daily to sell things and do watch repairs. The film depicts how a handicapped person can live with dignity and be self-sufficient. It presents a challenge to all vocational educators.

A Matter of Inconvenience. 16mm, color, 10 min; Stanfield House, 900 Euclid Ave., Santa Monica, CA 90403. Films blind and amputee skiing at Lake Tahoe, Nevada and stresses that a handicap is only an "inconvenience" which may become a barrier to a person's potential for work and recreation. The emphasis is on the integration of the person with a disability into all aspects of society.

The Surest Test of a Civilization...Is To Be Found In Its Architecture. 16mm, 10 min, color; The Easter Seal Society for Crippled Children and Adults, 521 2nd Ave. W., Seattle, Washington 98119. The idea for the film was conceived by Barbara L. Allan, herself a paraplegic, while studying Graphic Design at the University of Washington. The camera traces a paraplegic wheelchair user just leaving a rehabilitation unit, ready to enter the community, and her subsequent encounters with barriers. Somewhat lighthearted, yet moving, there is no dialogue. But an original music score, composed especially for it, helps interpret the action.

What's It Like? Filmstrip, cassette, 16 min, color. Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, Wisconsin 53706, 1979. The first person account of a disabled young man's willingness to try and succeed. How instructors can minimize frustration and mixi-mize success for disabled students. (This filmstrip is part of the "Better Than I Thought" series.)

CHAPTER NINE

INSERVICE TRAINING ON VOCATIONAL ASSESSMENT

The purposes of inservice training on informal assessment include these:

1. Demonstrating the potential value of informal assessment as a guide to meeting the individual student's vocational training needs and learning to use it when meeting those needs
2. Learning to develop informal assessment instruments
3. Learning to use informal assessment devices that were developed by others
4. Learning to interpret the results of informal assessment
5. Learning to recognize students who may need formal assessment in order to derive maximum benefit from the vocational program
6. Learning to make an effective referral for formal assessment

The purposes of inservice training on formal vocational assessment include these:

1. Developing or increasing participants' awareness of the value of appropriate assessment and the danger of assessments which are poorly designed, administered or interpreted
2. Learning to ask effective referral questions
3. Learning to distinguish appropriate assessment
4. Learning to use the results of appropriate assessment to design and carry out vocational instruction
5. Learning effective ways to communicate assessment results to students and parents

Special effort must be made to counteract erroneous assumptions which participants may have about the "mysterious" power of tests to reveal "hidden" secrets.

Figure 19 below suggests a possible inservice training schedule for informal assessment. Figure 20 displays a possible training schedule for formal assessment. Neither of the schedules is meant to outline an extensive treatment of assessment. Both suggested schedules are meant only to be guidelines for one-session coverage of the topics.

Figure 19

Informal Assessment Training Schedule

	Topics	Minutes
1.	Rationale for and approaches to informal assessment	10
2.	Demonstrate an informal assessment techniques and interpret the results	15
3.	Development of assessment tools	30-90
4.	Discussion of results among entire group	15
5.	Individual or small group activity: modify specific programs based on the results of informal assessments (distribute hypothetical student profiles developed for use as a data base)	30-60
6.	Discussion of results among entire group	20
	TOTAL TIME	120-210

Note: Build in break periods as needed.

Figure 20

Formal Assessment Training Schedule

	Topic	Minutes
1.	What is formal assessment?	15
2.	Why bother referring student for formal assessment?	5
3.	What can we learn from tests?	10
4.	Case history - developed for the session to avoid confidentiality problems. Small group activity: review assessment results, completed rating scales, and so forth. Develop a vocational program (IEP at the secondary level) for this person.	40-120
5.	Share and discuss small groups' results with large group	30
	TOTAL TIME	80-160

Alternate Topics

1. A guest speaker who performs vocational assessments. Such a resource person can provide participants with an overview of commonly used assessment instruments, and how they are incorporated into a total vocational assessment.
2. Resource person(s) who have been assessed.
3. Interpretation of assessment results. Participants alternate playing the parts of teacher and student, using a different hypothetical vocational profile when the roles change.

Note: Build in a break period when needed.

RESOURCES

Albright, L., Evans, R.N., and Fabac, J. A system for the identification, assessment, and evaluation of the special needs learner in vocational education. Urbana: University of Illinois, Bureau of Educational Research, 1978.

Larson, K., et. al. Vocational assessment of the severely handicapped for utilization in community-based vocational training programs. Portland, Oregon: Portland State University, Vocational Careers Program, 1979.

CHAPTER TEN
MODELS OF SERVICE DELIVERY

PURPOSE

Upon completion of an inservice training program, the participants should be able to:

1. define the phrase "service delivery"
2. become familiar with the major components of a service delivery program
3. become familiar with the various populations that benefit from specialized services
4. become familiar with various approaches that are used to deliver services
5. better understand the process of how to implement a system.

PROCEDURE

The activities that follow are divided into 2 sections. The first section lists those activities that should be included in a complete training session. Only five activities are presented. These can be delivered in a 1-hour training session. The second section presents additional activities for use in a longer training session. The following offers only a limited number of activities. There are many more. Hopefully these ideas will stimulate others.

MAJOR ACTIVITIES FOR A ONE HOUR TRAINING SESSION

Objective One

Divide participants into small groups. Ask the groups to formulate a definition for the phrase "service delivery". These definitions are then shared with the entire group. (20 minutes)

Objective Two

Hand out pages 443, 444 and 445. Ask participants to briefly read this introduction to service delivery. Follow up with a discussion of what other elements may be included in service delivery. (10 minutes)

Objective Three

Discuss: "What populations require specialize services?" (5-10 minutes)

Objectives Four and Five

Hand out pages 452 to 456 (from Chapter 10). Discuss how to implement this model in a vocational school. List on the blackboard what needs to be done and who needs to do it. The discussion can also include budget considerations and a timeline for implementing the program. (20 minutes)

ADDITIONAL ACTIVITIES

Objective Two

1. Ask participants to describe programs of service delivery with which they are familiar. Focus on the components which are included in a service delivery system. (10-20 minutes)
2. On a blackboard list the services that may be needed by the handicapped. Make a second list of the personnel and agencies that should deliver the services. (10-15 minutes)
3. Discuss the importance of a coordinator for delivering services and who should have the responsibility of coordinating services. (15 minutes)

Objective Three

Have participants describe the populations being served in their agencies. Discuss the problems encountered in delivering services. Also

discuss the aspects of service delivery which are particularly effective and successful. (15 minutes)

Objective Four

Divide participants into small groups. Hand out a different model (from Chapter Ten) to each group. Ask participants to briefly read and discuss the model. One person from each group then presents the model to the entire group. (15 minutes)

Objective Five

Divide participants into small groups. Distribute a case history of a handicapped student to each group. Using the case histories, discuss what services the student needs and how to implement the delivery of services. Include the roles and responsibilities of personnel and agencies. (20-25 minutes)